1 OF 1
ED
055 631

DOCUMENT RESUME

ED 055 631 LI 003 186

AUTHOR	Saleemi, A. Hamid
TITLE	An Assessment of Educational Resources in the Schools of Prince Edward Island.
INSTITUTION	Prince Edward Island Newstart, Inc., Montague.
SPONS AGENCY	Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
REPORT NO	Publ-71-15
PUB DATE	Aug 71
NOTE	43p.; (12 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Resources; Information Utilization; *Library Collections; *Library Materials; Library Standards; Library Surveys; Questionnaires; *School Libraries
IDENTIFIERS	*Prince Edward Island

ABSTRACT

The survey is the first comprehensive study of the library and audio-visual services in the schools of Prince Edward Island (PEI). The survey does not include any of the one or two-room schools as they do not have libraries (45% of the schools are one or two-room). The survey considers only the quantitative aspects of library collections and makes no attempt to assess the quality of these book stocks. PEI is currently planning for the consolidation of the school districts. It is unrealistic to bring the libraries of all small schools to a certain standard, however, large schools should not wait for consolidation. At the completion of the consolidation all large and medium schools should receive capital grants to equip them with basic library collections in two to four years. In addition, a minimum annual grant per student and per teacher should be instituted to take care of the annual subscriptions and growth of library materials. (Author)

ED0 556631

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN ASSESSMENT OF EDUCATIONAL RESOURCES IN THE SCHOOLS OF PRINCE EDWARD ISLAND

by

A. Hamid Saleemi

This paper was prepared within the Canada NewStart Program, financially supported by the Department of Regional Economic Expansion. NewStart Corporation staff are encouraged to express, freely, their professional judgement. Points of view or opinions do not, therefore, necessarily represent official departmental position or policy.

Prince Edward Island NewStart Incorporated
Montague
Prince Edward Island

August 1971

Publication No. 71-15

LI 003 186

PREFACE

In order to properly effect an improved utilization of the human resources of Canada, it is essential not only that the educational and technical skills of the individual be improved, but also that the resources be provided by which these skills can be maintained and continuously improved. An adequate library system is an important resource for this function. Moreover, there exists within the population a requirement for recreational reading.

As a part of its research in human resource development, Prince Edward Island NewStart Incorporated has carried out two earlier studies on the availability and utilization of library facilities in Prince Edward Island and in Kings County, in particular.

In the first of these studies, Mr. Saleemi examined in some detail the facilities as they exist in Kings County and provided some data as to their utilization. In the second paper, he outlined the history of the library system in Prince Edward Island with particular emphasis on some factors which have caused the system to become less adequate than would be expected by national standards.

In the present study, he has conducted a survey of the

availability of educational resources in the schools of Prince Edward Island and has gone on to suggest means by which these resources could be improved and brought closer to minimum standards.

As the province of Prince Edward Island moves toward the improvement of educational and social standards, particularly within the context of the educational and social development programs of the Comprehensive Development Plan, as improved availability of educational resources as well as an improved public library system will become important, and studies such as this will provide useful inputs to this improvement.

Austin L. Bowman
Executive Director

TABLE OF CONTENTS

Preface 1

List of Tables iv

Introduction 1

Background 1

Objectives 3

Limitations 3

Methodology 4

Findings 4

- Physical Facilities 5
- Financial Resources 6
- Manpower 7
- Library Materials 9
- Audio Visual Resources and Services 11
- Library Use 14
- Library Catalogs 14
- Classroom Libraries 15
- Public Libraries and Their Ratings 15

Discussion 17

- Resources 17
- Library Materials 17
- Manpower 18
- Services 19
- Ratings 20

Recommendations 21

References 23

Appendix A 25

Appendix B 33

LIST OF TABLES

		PAGE
1	Average number of classrooms, students and teachers in the schools.	4
2	Ratings of seating and physical facilities	6
3	Manpower in school libraries	8
4	Books in school libraries	10
5	Periodicals subscribed by the school libraries	11
6	Audio-visual hardware in school libraries	12
7	Frequency of use of Provincial Film Library service	13
8	Ratings of audio-visual services	13
9	Systematic use of libraries	14
10	Ratings of public libraries by school librarians or principals	16

INTRODUCTION

Prince Edward Island, located in the Gulf of St. Lawerence, is the smallest of ten provinces of Canada. As of 1970, its population was estimated at 110,000 (1,000 more than the population in 1891) out of which 29,684 were attending elementary and secondary schools in this province.[1] The Island economy is largely based on agriculture, fisheries and the tourist industry. Next to Newfoundland, the personal income per capita is the lowest in Canada.

BACKGROUND

The one-room school has been the cornerstone of public education in this province. While other provinces managed to get out of the one-room school age in the 50's, or before, the Island is still lingering in it in the late 60's. During 1952-53, one-roon schools numbered 80% of the total and constituted 49% of the classrooms. As of March, 1969, about 45% of the schools were of one room and formed only 10% of all the classrooms. Though the number of one-room schools is rapidly declining, the overall picture is still far from satisfactory. In 1969, the Island had 248 elementary schools of one or two rooms, 57 elementary schools of three or more rooms, and 24 high schools.[2]

The text book is still the pivot around which the process of education revolves. On the recommendations of La Zerte Commission,[3] findings of Acre's Report[4] and the Economic Improvement Corporation,[5] qualifications of teachers are being up-graded and the entry level for the newcomers to the profession is being raised. As of May 1969, among the elementary school teachers 57% and secondary school teachers 15% were underqualified.[6]

About 10% of the present teacher corps do not even hold a high school diploma.[7] Consolidation of many school districts is underway. With the signing of the Comprehensive Development Plan in 1969, the province has undertaken the task of re-structuring and remodeling its system of education, which is a major part of its social development plan. The libraries, which are one of the important public institutions, have been completely left out; however, in its' Policy Statement on Government Reorganization, the province has emphasized the need for libraries, although they appear to have a very low priority.

There is no evidence that an organized library service existed in the schools of Prince Edward Island prior to 1933. The Education Act made no provision for school libraries at elementary or secondary level. It is likely that the schools in the Charlottetown and Summerside area had a few books, other than that no libraries existed. For the first time, modern library services were introduced by the Carnegie Library Demonstration Project (1933-36), later on continued as P.E.I. Libraries. Its branch libraries loaned books to teachers for school use, and the library headquarters sent packages of books to schools requesting them. There has been no official policy for library services to schools and any need for library service was recognized and decided upon by the teacher. Since 19[illegible] when the P.E.I. Libraries were made legally a part of the Department of Education, they have practically been looking after the library services to schools. For a short period they also provided services to St. Dunstan's University and Prince of Wales College.[8]

With the exception of annual reports of the Provincial Librarian or Supervisor of School Libraries, nothing is available on school libraries. In the annual report for 1965, Mr. W. Ledwell, Supervisor of School Libraries, is stated to have

conducted a survey the time of writing this report, the author was informed by Mr. William Ledwell that it was a verbal report made to the Chief Librarian.

The present survey is the first comprehensive study of the library and audio-visual services in the schools of this province. It is hoped that it would provide some basic information necessary for planning and reconstructing the resource centers for the elementary and high schools.

OBJECTIVES

This survey was carried out:

1. to provide a factual count of the resources in the schools,
2. to assess the use of libraries and audio-visual services,
3. to find how the librarians and/or principals evaluate their facilities and resources; and
4. to suggest means to improve the present situation.

LIMITATIONS

This survey does not include any of the one or two-room schools as they do not have libraries. It considers only the quantitative aspects of library collections and makes no attempt to assess the quality of these book stocks.

METHODOLOGY

In the last week of September, 1970, a questionnaire was sent to 73 schools (all schools of three or more classrooms in the province). Thirty-seven returns were received without any notice, 27 came on the first reminder, only 6 were the result of phone calls. In all, returns numbered 70, or 96% (among the three which did not respond, were one high school and two elementary schools). This report is based on these returns and interviews with a selected number of teachers, principals, and officials of the Department of Education.

FINDINGS

Out of 70 respondents, 55 were elementary or junior high school; the rest, 15, were all high schools which included all the high schools on the Island but one. The smallness of their size is evident from the student population. Sixteen schools and 500 or more students, another sixteen ranged from 300-499, and the rest were all below 300. Table I shows the number of students, teachers, and classrooms in the schools.

TABLE I

AVERAGE NUMBER OF CLASSROOMS, STUDENTS AND TEACHERS IN THE SCHOOLS

	High	Low	Average
Students	1193	90	334
Teachers	55	3	18
Rooms	43	3	15

PHYSICAL FACILITIES

Almost 99% of the schools built before 1950 had no designated space for a library. Those built after that had a library space, which in most cases proved to be insufficient. Among the respondents, 45 schools claimed to have a library. The majority of these schools (71%) had a designated library area when the school first opened. The rest stated that their libraries were added during the last 10 years. In the last decade, many schools have been constructed under the supervision of the Provincial Department of Education; however, surprising as it may appear, no one ever consulted the Provincial Librarian, or the Supervisor of School Libraries for their advice regarding the physical requirements of the library. Without fail, it has always resulted in insufficient and inadequate space for the library. According to the school librarians' ratings, about half (48%) of the present school libraries are of one classroom or smaller in size, 24% of one and one-half classrooms, another 24% of two classrooms or larger, and only 4% did not answer this question.

Island school libraries lack adequate facilities has been reported in the Annual Report of the Department of Education since 1964; however, no factual data existed to date. To fill this gap, we asked the librarians to state the size of their libraries in terms of classrooms (data reported earlier), number of seats available, and their ratings of seating and physical facilities. As the following table shows, a substantial number of the librarians are satisfied with their present facilities although most of these libraries are unable to accommodate even 10% of their student body. Some of them have stated as many as 50 seats in one classroom library (an average classroom accommodates 30 students).

TABLE 2

RATINGS OF SEATING AND PHYSICAL FACILITIES
(N = 45)

Rating	Seating Facilities	Physical Facilities
Good	27	31
Adequate	29	20
Barely Adequate	20	25
Inadequate	22	22
No Answer	2	2

FINANCIAL RESOURCES

Multiplicity of the small schools on the Island has forced monies to be spread thinly, resulting in inadequate support for educational materials of all types. In 1960, with the passing of Order-in-Council, the Department of Education commenced annual library grants of $500 and $200 to high schools and elementary schools respectively. In many cases, even this small amount was not well spent. "In a few cases, this money has not been spent wisely. In too many instances it was handled injudiciously simply because the school did not have a librarian with some idea of book selection to handle ordering of books".[9] In the recent years this situation has improved and the librarians have been seeking assistance from the Supervisor of School Libraries in utilizing their funds in a better way.

In addition to the provincial grants for school operation and library purposes, each school board is empowered to levy and collect school taxes in its jurisdiction. Most of the

school principals (71%) at one time or another have asked their school board for funds for libraries. While their verbal response has been positive, their actual contribution has stood close to nil. More than half the respondents noted that their school boards did not have the necessary funds and it is up to the Prinvicial Government to provide monies.

MANPOWER

Six years ago, the Supervisor of School Libraries wrote of shortage of the librarians (trained or untrained) and the apathetic attitude of some principals and their staff members towards the library service.[7] Today, almost all of the high schools have someone to look after their library on a full or a part-time basis. The present corps in elementary and high schools generally consists of teachers who are working as librarians or teacher-librarians whose primary function is teaching, and, whatever time they do find during the lunch hour or after school, they spend in the library. There is no adequate data available on training of these personnel with the exception of two courses in the last decade. The first one, organized by the Department of Education in the summer of 1965 was "An Introduction to Library Science", aiming at high school librarians. This course was attended by 19 teachers, only 7 of them from high schools and the rest from elementary and other schools. The second summer course, "Children's Literature", was offered in 1968 by Prince of Wales College, aimed at elementary schools and was attended by 23 persons.

With the exception of three libraries which have two personnel each, most of the libraries have only one person, none of them being a professional librarian. Only two

libraries had none and four others failed to respond. Table 3 shows the details.

TABLE 3

MANPOWER IN SCHOOL LIBRARIES
(N = 42)

Teacher-Librarians	45%
Part-time Librarians	19%
Full-time Librarians	36%

TEACHER LIBRARIANS

Sixteen teacher-librarians worked from 3 to 20 hours per week, the other three did not specify their hours. Most of them (62%) do not receive any salary for their extra work in the library. Only six (31%) received anywhere from $300 to $500 per year. One of them did not answer.

PART-TIME LIBRARIANS

They worked from 12½ to 24 hours per week with an average of 11 hours. One librarian did not report. Five of them did not report their salaries; the three who did ranged from $500 to $2,746 per year. Part time librarians are not necessarily holders of teaching licences.

FULL-TIME LIBRARIANS

Out of 18 full-timers, three did not report their salaries. Those who did averaged $5,835 per annum, with a high and low of $9,550 and $2,150 respectively.

There is no specific salary schedule for librarians. They are hired by the school board on the basis of their teaching licence and they are paid the same salary as other teachers in that category.

LIBRARY MATERIALS

BOOKS

Prior to 1971, with the exception of one or two, no school ever opened its doors with a book collection in its library on its very first day. Some of them later borrowed a semi-permanent book collection from the P.E.I. Libraries. Since the institution of the annual library grant, some libraries have been building up their collection slowly but steadily.

An attempt was made to determine the extent of volumes and titles in school libraries. As many of the school librarians were unable to distinguish between the title and the volume, this information has not been incorporated in the report. As of last year, following are the figures for 82 per cent (N = 45) of the libraries. The rest (18%) did not report their data.

TABLE 4

BOOKS IN SCHOOL LIBRARIES

(N = 45)

Range of Books	%
1000 or less	22
1001 - 2000	16
2001 - 3000	31
3001 - 4000	11
4001 - 5000	2
Data not available	8
Average no. of vols. in a library	1746
Lowest no. of vols.	24
Highest no. of vols.	5000

The annual addition to bookstock ranged from 20 to 350. For the 35 which reported, the average was 167 volumes. Ten libraries did not report.

NEWSPAPERS AND PERIODICALS

Seventy-eight per cent (N = 45) libraries did not subscribe any newspaper. The remaining 22% ranged from one to four. The picture for periodicals seems comparatively better as the following table shows.

TABLE 5

PERIODICALS SUBSCRIBED TO BY THE SCHOOL LIBRARIES

(N = 45)

Range of Periodicals	%
0	20
1 - 5	33
6 - 10	27
11 - 20	13
21 and over	7

AUDIO-VISUAL RESOURCES AND SERVICES

After looking at the extent of printed matter in the schools, it would be unrealistic to expect too much in the area of audio-visuals, which is exactly the case. In addition to their own meagre resources, the schools are served by the Provincial Film Library which, at present, has about 2200, 16 mm. films and about 2000 filmstrips. The Film Library is a depository for the National Film Board of Canada and is entrusted to serve the whole population of the Island. In its annual report, the Film Librarian stated that their filmstrip collection has remained constant at 2000 and many schools are building their own filmstrip collections. As we shall see later, many schools do not have very much to rely on.

FILMSTRIPS, PHONOGRAPHS, RECORDS AND TAPES

Only 30% (N = 70) schools claimed to have filmstrips, with an average of 60. The highest and lowest numbered 250 and 12 respectively. Forty-three per cent of the schools did not have any and 27% did not answer the question.

Schools having records and tapes numbered nine and six respectively. There is no specific location of all this material. They can be found anywhere from a classroom to the principal's office.

AUDIO-VISUAL HARDWARE

In a school, one may hope to expect film projectors, radios, record players and tape recorders; however, the situation in P.E.I. schools is far from satisfactory. Many schools do not even have a radio or a record player. Table 5 shows a detailed picture.

TABLE 6

AUDIO-VISUAL HARDWARE IN SCHOOL LIBRARIES

(N = 70)

	None	1 each	2 or 3	4 or more	No Response
Film Projectors	43	43	10	-	-
Filmstrip Projectors	26	60	11	3	-
Overhead Projectors	43	43	14	-	-
Radios	53	20	10	17	-
Record Players	37	24	20	19	-
Tape Recorders	64	13	16	7	-
Television Sets	36	50	13	1	-

Many of the schools have neither their own audio-visual resources nor do they use frequently the services of the Provincial Film Library. While some are satisfied with the P.E.L. performance, others find them indadequate. Tables showing their frequency of use and rating follow.

TABLE 7

FREQUENCY OF USE OF PROVINCIAL FILM LIBRARY SERVICE

(N = 70)

Frequency	%
Weekly	6
Fortnightly	56
Monthly	14
Rarely	6
Never	1
No Response	14
Unusable	3

TABLE 8

RATINGS OF AUDIO-VISUAL SERVICES

(N = 70)

Rating	%
Good	24
Adequate	17
Barely Adequate	26
Inadequate	16
Not Sure	4
No Response	12
Unusable	1

LIBRARY USE

To find out how the libraries are used by the students, we asked if they had any systematic program for student use of libraries, to which about 70% (N = 45) responded positively. However, when questioned the frequency of use, the response was 100%. The results are as follows.

TABLE 9

SYSTEMATIC USE OF LIBRARIES

(N = 45)

Frequency	%
More than once a week	4.5
Once a week	71
Once in 2 weeks	7
Once in 3 weeks	2
Once a month	4.5
No Response	11

LIBRARY CATALOGS

More than 2/3 of the libraries have catalogs: 48% (N = 31) card catalogs, 23% book catalogs, 6% have some other arrangement, and the remaining 23% did not apply.

CLASSROOM LIBRARIES

Fifty-three per cent (N = 70) of the schools maintain classroom collections. When asked about the extent of their collections, the majority did not reply. Those who did, answered in vague terms such as: some, not much, very few, etc. From their answers, it is very difficult to estimate the extent of their collections.

PUBLIC LIBRARIES AND THEIR RATING

A large number of schools are located close to the public library branches and use these libraries quite frequently. In addition, some schools borrow packages of books from headquarters. In 1970, 294 classrooms made use of 679 collections, out of which 215 collections were supplied from branch libraries (each collection carries 25 to 35 books). The loan period normally extends to a month; however, a teacherer may keep a certain collection for a longer period.

Seventy-six per cent (N = 70) of the schools claimed to have a library in their neighborhood. The following table shows the rating of these libraries. (For the holding of branch libraries see 'Resources' on page 17).

TABLE 10

RATING OF PUBLIC LIBRARIES BY SCHOOL LIBRARIANS OR PRINCIPALS

(N = 53)

Rating	Average
Good	42
Adequate	15
Barely Adequate	30
Inadequate	6
Not Sure	8

DISCUSSION

RESOURCES

The Province of Prince Edward Island in the past has been spending on elementary and secondary education far below the national average (i.e. $ 179. in P.E.I. per student, compared to $ 348. for Canada, 1960). A small financial commitment, low teacher qualifications and salaries, multiplicity of small schools and a very high dropout rate were the major symptoms of an ailing system of education. Despite the fact that from 1960 to 1970, the education budget has grown from $ 2.3 million to $ 10.4 million. The library budget, apart from the salaries, grew from $ 15,451 to $ 21,509. That sums up the philosophy and attitudes of the government towards the place of libraries in the system of public education.

The Provincial grants of $ 500 and $ 200 available to high and elementary schools respectively can, at best, be termed an act of indifference or benevolent ignorance. Not to mention the building of a library collection, it would be unrealistic to expect a school to maintain its collection (if there were one) with the present amount available. It is only the Charlottetown and Summerside school libraries which are substantially supported by their school boards.

LIBRARY MATERIALS

In addition to their own resources, all schools have access to P.E.I. libraries (Provincial Library System, or P.L.S.). The P.L.S. was established to serve the public. Over the years, it was made responsible for the library services to schools, because at that time there were no school libraries; however, this extra

responsibility came without any additional funds or staff. The P.L.S. serves the schools by sending small collections of books (25 to 35 volumes in one collection) to the requesting classroom teachers or librarians. Those schools which are closer to the branch libraries use the branch's resources.

On December 31, 1969 the P.L.S. had 104,514 volumes in stock. Of this stock about 40,000 volumes remain a dormant collection leaving the usuable stock at about 65,000 volumes[10]. Many schools have semi-permanent collections on loan, depleting the book stock even further. Last, but not least, it is estimated that about 25 per cent of the book stock on the shelves is either outdated or worn out, or both[11].

MANPOWER

Generally speaking, the number of professional librarians at P.L.S. has been two, assisted by the supporting staff. According to the Provincial Librarian, the P.L.S. is understaffed and needs many more professionals and non-professionals to provide an adequate library service to the public and the schools. The Canadian Library Association recommends one professional librarian for a population of 5,000 - 7,500 people. This would mean that the number of professionals serving the Island should be between 10 to 15.

Looking at the number of underqualified teachers in the Island schools, one can safely assume that the libraries have there fair share. This is also evident from the information provided by the librarians. Out of 53 per cent (N=42) respondents only 17 per cent gave their academic qualifications (four university graduates and three high school diploma holders).

The rest, 36 per cent, stated their teaching licence which did not indicate their academic qualifications.

It is a sad state of affairs that an administration which has established standards for the certification of hairdressers, pipe fitters, plumbers, or teachers would not have any standards for school librarians and anybody could apply for that position and be accepted.

Apart from the insufficient financial and library resources, the slow growth of school libraries could be attributed to the teacher training programs. Although no figures are available on the present corps of teachers serving the Island, yet it is safe to say that most of them were trained locally. In the past, Saint Dunstan's University and Prince of Wales College were the only two teacher training institutions. Their education courses (curriculum) never had any content of school libraries or resource centers. One graduate stated that school libraries, or any such words, were never mentioned in the whole B.Ed. course. It is hypothesized that as the teachers were not exposed to the concept of school libraries in the process of education, they failed to realize their potential and demand their existence in their schools. Thus, rather than being active agents they became passive on-lookers in the development and use of school libraries.

SERVICES

In general school libraries offer limited services to the students and teachers. They have very limited printed matter and little or no audio visual materials. The use of the Provincial Film Library Services has been increasing rapidly over the last few years, indicating a need for further strengthening of the audio visual area. In most schools, classes use

the library once a week. With the exception of Charlottetown and Summerside, very few schools have library programs linked with academic schedules. The school librarian, in most schools, is more like a custodian or a babysitter than anything else.

RATINGS

In the last few pages we have seen the ratings of physical and seating facilities, audio-visual services and public library services. More than 50 per cent of the respondents are satisfied with their present facilities and public library service while more find a-v services adequate number 41 per cent.

Viewed objectively, these ratings are highly inflated and indicative of their past experience on the Island. There is no doubt that school libraries are in the process of development but it would be unrealistic to say that even 10 per cent of them meet any recognized minimum standards. The same thing could be said about the audio-visual services. Over the last few years their use has been increasing in the schools quite rapidly but to call them adequate is far from the truth. Public libraries are hamstrung by shortage of funds, personnel and space. They, at best, are able to provide substandard services to the public and schools.

RECOMMENDATIONS

At the time of writing, planning for the consolidation of school districts is underway. It would be unrealistic to bring the libraries of all small schools to a certain standard, however, large schools should not wait for consolidation. At the completion of consolidation all large and medium schools should receive capital grants to equip them with a basic library collections in two to four years. In addition, a minimum annual grant per student and per teacher should be instituted to take care of the annual subscriptions and growth of library materials. An excerpt from "Standards of Library Service for Canadian Schools"[12] is enclosed as Appendix "B".

P.E.I. Libraries have recently been made a part of the newly formed Division of Library Service of the Department of Education. The Division should be authorized to establish and maintain standards for library service as well as the certification of school librarians.

In the past every school large or small has been purchasing and processing its own materials. It is highly recommended that the 'Division' should establish a procurement and processing center for public and school libraries.

It is also recommended that the 'Division' in cooperation with the University of Prince Edward Island should commence in service courses in library science. It is suggested that the University of Prince Edward Island should institute courses in library science at the undergraduate level.

For all high schools and large elementary and junior high schools the services of professional librarians should be obtained who can organize media programs to enrich the curricula.

It is imperative that the 'Division' should undertake an orientation program for the principals, teachers, students and parents. Tours for principals and librarians should be arranged to visit better school libraries in other provinces and across the border.

It is also suggested that the 'Division' should evaluate its programs on a continual basis to check their effectiveness and usefulness. Though printed materials of all types form the backbone of a library collection or any media program, it is extremely important that all types and forms of materials should be acquired and employed judiciously.

REFERENCES

1. Prince Edward Island, Department of Education, Annual Report for the Fiscal Year ending March 31, 1970. Charlottetown. Table K.

2. Prince Edward Island, Department of Education, Annual Report for the Fiscal Year ending March 31, 1969. Charlottetown.

3. Prince Edward Island, Report of the Commissioner on Educational Finance and Related Problems in Administration. Charlottetown, 1960.

4. Acres Research and Planning Limited, Development Planning for Prince Edward Island: Education. Toronto, 1967.

5. Economic Improvement Corporation, These are the Facts. Charlottetown, 1969.

6. Ibid., p. 7.

7. Information furnished by the P.E.I. Teachers Federation, Charlottetown.

8. Prince Edward Island, Department of Education, Annual Report for the Fiscal Year ending March 31, 1962. Charlottetown, p. 28.

9. Prince Edward Island, Department of Education, Annual Report for the Fiscal Year ending March 31, 1966. Charlottetown. p. 96.

10. Information furnished by the Provincial Librarian.

11. Saleemi, A. Hamid and Thomas R. Connor. An Assessment of Public Library Service in Kings County, Prince Edward Island. Montague, Prince Edward Island NewStart Inc., 1971.

12. Standards of Library Service for Canadian Schools, recommended by the Canadian School Library Association. Toronto, Ryerson Press, 1967. p.p. 52-53, 57-61.

APPENDIX A

RESOURCES SURVEY

1. Name of the School _____ Year school estd.

   Elementary _____ _____

   High _____

2. No. of Students _____

3. No. of Rooms _____

4. No. of Teachers _____

5. Do you have a library? Yes _____

   No _____

   If no, you do not have to answer the questions to 11b. Please answer 12 and onward.

6. No. of Library staff _____

6a. Library personnel: (check one)

   Teacher librarian _____ Education _____

   Part-time librarian _____ " _____

   Full-time librarian _____ " _____

6b. If teacher-librarian, how many hours a week are spent in library work? _____

   Any additional pay for library work? Yes _____

   No _____

   If yes, annual additional pay $_____

6c. If part-time librarian, how many hours a week?

   Annual salary $ _____

6d. Full-time librarian. Annual salary $_____

7a. Was the library space designated when the school first opened?

Yes _____

No _____

7b. If no, when was it added to the existing structure? 19____

OR

7c. How large is the library? (check one)

a. equal to the size of 1 classroom _____

b. equal to the size of 1 1/2 classrooms _____

c. equal to the size of 2 classrooms _____

d. equal to the size of ____ classrooms.

7d. Rating of physical facilities. e.g. accomodation, shelves

(check one) Good _____

Adequate _____

Barely Adequate _____

Inadequate _____

Not sure _____

7e. Seating facilities, for how many? _____ _____ _____

Rating: (check one)

Good _____

Adequate _____

Barely adequately _____

Inadequate _____

Not sure _____

8. Educational material owned by the school. If location other than the library, please indicate.

a. No. of titles _____ No. of Volumes _____

b. Average no. of titles added each year _____

c. No. of magazines subscribed _____ Newspapers _____

d. No. of filmstrips, tapes, records _____

location _____

e. No. of filmstrip projectors _____ location _____

Overhead projectors _____ location _____

No. of film projectors _____ location _____

f. No. of tape recorders, record players _____

_____ location _____

g. No. of television sets _____ location _____

Radios _____ location _____

9. Does the library have a catalog? Yes _____ No _____

10. If yes, please check one. a. card catalog

b. book catalog

c. _____

11. Student use of the library.

a. Is there any systematic program for student use of the library? Yes _____ No. _____

If yes, please explain

If not, how do individuals gain access to library usage?

11 b. How many times a week does each class use the library?

(check one)

Once a week _____

Once in two weeks _____

Once in a month _____

Rarely _____

Never _____

12. Does your school maintain classroom libraries?

Yes _____

No. _____ _____

If yes, no. of titles in each room _____

13. How often does your school use the facilities of A-V section of Department of Education?

Twice a month _____

Once a month _____

Once in 2 months _____

Rarely _____

Never _____

14. How would you rate A-V services? (check one)

Good _____

Adequate _____

Barely adequate _____

Inadequate _____

Not sure _____

15. Do you have a public library in your area? Yes _____

No _____

16. If yes, how would you rate it? (check one)

Good _____

Adequate _____

Barely adequate _____

Inadequate _____

Not sure _____

17. Have you asked your school board for improved library facilities? Yes _____

No _____

18. If yes, their response. (check one)

Favorable _____

Unfavorable _____

Not sure _____

19. How many of your staff members were professionally trained on Prince Edward Island? _____

20. Any recommendations you would like to make to improve library services and educational facilities in your school or on the Island in general.

21. Filled by: Mr./Mrs./Miss/Dr. _____

Title: _____

No. of years in this position _____

Date _____19_____

THANKYOU FOR YOUR COOPERATION

APPENDIX B

APPENDIX A: QUANTITATIVE STANDARDS FOR SCHOOL LIBRARIES

I / LIBRARY MATERIALS

Standards for the school with an enrolment of 150 or more students

i ***Basic book collection***

The basic collection should be provided in one to three years from capital grants.

Elementary school, Grades 1 to 6: 5000 titles

Secondary school, Grades 7 to 13: 5000 titles

Continuation school, Grades 1 to 13: 7500 titles

ii ***Growth of the book collection after the basic collection has been placed in a school***

The collection is developed from annual expenditure.

In schools with a student population of 300 or less the collection should be expanded to 30 books per pupil or to the basic collection, whichever is greater.

In schools having more than 300 pupils the library should continue to expand until it has 20 or more volumes per student.

iii ***Periodical subscriptions***

In Elementary, Secondary and Continuation (above), a minimum of 25, 75+ and 75+ respectively.

iv ***Pamphlets****

v ***Pictures****

vi ***Maps****

vii ***Filmstrips and filmslides****

viii ***Recordings and tapes****

ix ***Museum objects****

*A collection with enough duplicate copies to meet the needs of the curriculum.

Professional materials

A minimum of 15 professional periodicals is required, together with a book collection of a professional nature.

Films

Films (16 mm.) are held in a central pool collection in the district or area. Single-concept films (8 mm.) are provided in the individual school in sufficient quantity to supplement the curriculum.

IV / LIBRARY PERSONNEL

Personnel requirements for school libraries by student enrolment

These requirements are based on library service in which the processing of library materials is handled commercially or by centralized services. Schools need additional clerical and professional assistance if processing is to be done in the school.

	Fewer than 300 students	*More than 300 students*
Librarians	1 room school: librarian sent from Central Library Services 30 to 150 pupils: part-time, according to school population, and sent from Central Services 150 to 300 pupils: minimum of half-time librarian	1 librarian for first 300 students 1 librarian for each additional 500 students or major fraction thereof
Clerks	1 clerk for each 500 students or major fraction thereof	

V / BUDGET REQUIREMENTS

Minimum expenditure for library materials by student enrolment

	Fewer than 150 students	*From 150 to 500 students*	*More than 500 students*
Establishment or capital budget to provide initial collections in one to three years from opening date	To provide a basic collection of 1000 books and other materials: $5000	To provide a collection of 5000 titles and other materials: $15,000 to $20,000	To provide a collection of 5000 titles and other materials: $20,000 minimum expenditure (multiple copies may be needed of many books)

Annual expenditure:			
i Books and other printed materials	$5 to $8 per student	$5 to $8 per student	$5 to $8 per student
ii Audio-visual materials	$2 to $4 per student	$2 to $4 per student	$2 to $4 per student
	This collection must be supplemented by reference service and pool collections from a district or provincial service centre.		

VI / SUGGESTED MINIMUM STANDARDS FOR LIBRARY SERVICE FOR A SCHOOL OF 1000 PUPILS

General	*Detail*
Library Materials are provided in quantity to meet the needs of the school.	*i* Basic Collection (Provided in one to three years): *a.* Books: 5000 titles (duplicates where necessary) *b.* Periodicals: Save back files. *c.* Pamphlets *d.* A-V materials *ii* Annual Purchases: *a.* Books: One book per child per year plus replacement *b.* Growth (minimum collection): 20 volumes per student (20,000 vols.) *c.* Periodicals: 25+ (Elementary), 75+ (Secondary) *d.* A-V materials: To meet the needs of the curriculum

Library Quarters meet the demands of changing educational concepts.	*i*	To accommodate 300 pupils in the library and library-related areas: *a.* 150 in individual study carrels *b.* 50 in small group areas *c.* 100 at reading tables
	ii	Public-access areas Conference rooms Viewing-listening Reference area Periodicals area Browsing area Circulation area Professional library
	iii	Non-public access areas Librarian's office Workroom Library and A-V storage
The Library Staff operates the library as an instructional materials centre.	*i*	Professional staff: *a.* The head librarian *b.* One assistant librarian (Guide: One librarian for first 300 students and another librarian for each additional 500 students or major fraction thereof)
	ii	Clerical staff: Two clerks (one for each 500 pupils)
Budget	*i*	Establishment (or capital) budget: *a.* Equipment provided in the school's general capital budget *b.* Library materials: Budget to provide for 5000 titles plus necessary duplicates, and audio-visual materials: Minimum $20,000.

	ii Annual budget: *a.* Equipment: charged to the school's annual equipment budget *b.* Supplies: charged to the school's annual supplies budget *c.* Library materials Books: minimum $5,000 A-V materials: minimum $2,000

VII / SUGGESTED MINIMUM STANDARDS FOR LIBRARY SERVICE FOR A SCHOOL OF 300 PUPILS

General	*Detail*
Library materials are provided in quantity to meet the needs of the schools.	*i* Basic collection (provided in 1-3 years): *a.* Books: 5000 titles *b.* Also some back files of periodicals, pamphlets and A-V materials *ii* Annual purchases: *a.* Books: One book per child per year, plus replacement *b.* Growth (minimum collection): 30 volumes per student (9,000 vols.) *c.* Periodicals: 25+ (Elementary), 75+ (Secondary) *d.* A-V materials: to meet the needs of the curriculum
Library quarters meet the demands of changing educational concepts.	*i* To accommodate 90 pupils (30 per cent of the student body) in the library or library-related areas: *a.* 45 in individual study carrels

		b. 18 in small group areas *c.* 27 at reading tables
	ii	Public access areas: *a.* Conference room: viewing-listening area *b.* Reference-periodicals-browsing area *c.* Circulation area *d.* Professional library area
	iii	Non-public access areas: *a.* Librarian's office *b.* Workroom-storage area
The Library Staff operates the library as an instructional materials centre.	*i*	Professional staff: one librarian
	ii	Clerical staff: one clerk
Budget	*i*	Establishment (or capital) budget: *a.* Equipment provided in the school's general capital budget *b.* Library materials budget to provide for a minimum of 3000 titles plus necessary duplicates, and audio-visual materials: minimum $15,000
	ii	Annual budget: *a.* Equipment: charged to the school's annual equipment budget *b.* Supplies: charged to the school's annual supply budget *c.* Library materials Books: minimum $1500 to $2400 A-V materials: $600 to $1200